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17. ABSTRACT (MAX. 250 WORDS) Educational, social, and economic impacts of rescheduling the school year were investigated so that, with the provision of the same number of instructional hours as are included in the thirteen year system, students can complete their schooling in eleven or twelve years.

The experimental design included a rural town, a suburban community, a small city, and a large city; and such organizational patterns as continuous modules, three tracks, and trimesters; and the services of a full-time director. Concepts of extended school year designs were tested on different types of school systems. Assistance was given to modify curriculum and teaching methods to conform to new time blocks.

The major portion of the funds supplied for the rescheduling of the school year project was used to reimburse school districts for expenses incurred by the project. Potential school reorganization plans and their financial impact were described. The continuous progress plan for grades one to six is based on adding extra days to the school year, as is the extended kindergarten to grade twelve plan, except that the former saves one year in six whereas the latter saves one year in thirteen but provides greater learning through the extra days. In the modified summer school plan, regular secondary courses are completed in summer school, thus advancing graduation. The trimester plan divides the year into thirds, with students completing a normal year's work in two trimesters; in the quadrimester plan a year's work is completed in three quadrimesters.

Additional studies compared the length of the school year in the United States with those in other countries and surveyed colleges and high schools to discover experiences with and reactions to rescheduling. It was found that many colleges are flexible about admitting qualified high school students during the school year, and that many high schools have taken steps to allow interested high school students to enter colleges during the year when there are openings.

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A PRELIMINARY LEGISLATIVE REPORT ON THE RESCHEDULING OF THE SCHOOL YEAR

FEBRUARY 1965

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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F1268-Mr65-2600

To the Governor and the Legislature of the State of New York

In accordance with Section 3602a, subdivision 16, of the Education Law of New York State, I have the honor of submitting herewith a report of the special experimental project on the rescheduling of the school year. This project, if successfully completed, holds promise for significant improvement in the quality of education as well as in the economy of school operation and management. I commend this preliminary report to your consideration and shall look forward to sending you a further report as the experiment progresses.

Respectfully,

James E. Allen, Jr.
Commissioner of Education

February 5, 1965

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau of Research and Evaluation

A REPORT OF THE RESCHEDULING OF THE SCHOOL YEAR PROJECT

Background and Purpose

In recent years Federal, State, and local governments have been under pressure to provide increasingly large appropriations for education. This has been due to a complex number of factors such as: the increase in school enrollment, the growing demand for college education and post high school vocational training, rising school costs, expansion of the curriculum with a corresponding need for more competent teachers who will make use of new technological aids, and the recognition of the need for new educational programs for disadvantaged and gifted children.

The resulting competition for tax dollars together with the increased recognition that today's youth requires more expansive and intensive education has prompted studies in several states of methods of effecting financial savings which will help pay for the new school costs.

In New York State, the 1963 Legislature, on the recommendation of the Joint Legislative Committee on School Financing, combined the goals of improved education as well as economy through an amendment to the education law which directed the State Education Department to:

> "--- design demonstration programs and conduct experimentation to discover the educational, social and other impacts of rescheduling the school year from the present thirteen year system to a twelve or eleven year system but still providing as many instructional hours or more than are now available under the present thirteen year system."

Many people see in the forgoing quotation only an economic basis for attempting to reschedule the school year. However, the original legislative intent was to improve education as well as to promote economy. This is evident in the introduction to the amendment which states:

> "In order to enrich and intensify the school program, to make better use of educational facilities, at the same time to achieve significant economy."

Here, the key words to remember are "to enrich" and "to intensify."

Developing the Experimental Design

Several work sessions and conferences were held before a long range experimental design was formulated. For example, a May 21, 1963 conference included State Education Department staff, leading college educators, school administrators, and representatives from two private organizations. There was agreement that the experimental design should:

1. Include at least one (a) suburban community, (b) small city, (c) large city and (d) rural community

2. Center around the following organizational patterns: (a) Continuous Modules, (b) Three tracks, (c) Trimester, and (d) other imaginative approaches

3. Provide for experiments involving primary, intermediate, junior high, and senior high pupils

4. Require the employment of a full time Director to direct and coordinate the project.

Selecting Pilot School Systems

The first step in selecting pilot schools was to advise all Superintendents and District Principals of the project. They were asked to indicate whether or not they cared to participate. Twenty school districts showed interest in the longer school year plans. Four were eliminated on the grounds that they were too small. Six of the remaining districts

were selected as fitting into the design.

For various reasons, some of the original pilot schools dropped out of the project in the early exploration stage. Potential replacements were contacted by the Director of the project.

Setting the Stage for School Reorganizational Patterns

During the first year, the project proceeded with the following types of activity:

1. Development of several experimental designs. This led to the production of flow charts and a number of exploratory cost studies.

2. Testing the concept of the Extended School Year Designs on various types of school systems. Statistical studies were prepared and presented to approximately thirty school administrators for review and analysis.

3. Meeting with parents, teachers, principals, school board members and others to explain the program. After the school administrator was convinced that a proposed extended school year plan had inherent values, meetings were held with several groups in the community including board members, teachers, parents, citizen groups and representatives of the various news media. Study groups frequently spent several months reviewing proposals and developing the type of design which would meet the needs of the local school district.

4. Modification of curriculum and teaching techniques. After a program was approved by a school board, assistance had to be given to school administrators and teachers to help modify the curriculum and some teaching techniques in terms of the new time blocks.

The Nature of Extended School Year Designs

Schools can be reorganized in a number of ways to achieve the objectives prescribed in the legislative mandate, but the time and cost elements vary according to the nature of the plan adopted in a school system. Extended school year plans include features which could make New York State's plans unique in that they provide special educa-

tional as well as financial advantages. The problem is to get school systems to adopt these new programs since they require changes not only in educational philosophy, curriculum and school administation but also in fundamental family and community patterns.

A brief description of potential school reorganizational plans follows:

The Continuous Progress Design for Grades K to 6

The Continuous Progress Plan is based upon the adoption of a 210 to 212 day school calendar. Traditional grade lines disappear with the readjustment of the curriculum in terms of new instructional time blocks. Due to the lengthening of the school year, it is possible to ultimately absorb one year of schooling. Thus, average and better than average learners who are permitted to progress continuously from one learning level to the next, subsequently complete the equivalent of a six year program (Gr. 1-6) in five extended school years.

The Modified Summer School Plan

The Modified Summer School provides more than the customary make-up, remedial, enrichment type summer school. Pupils complete regular, basic, first time courses through concentrated work in designated fields of study. Through completing regular prescribed courses in summer school sessions, secondary school students should be able to save one out of six calendar school years.

The Trimester Plan

Trimester designs may provide 204 to 225 days of schooling in a given year. The new calendar is divided into thirds with pupils completing normal two semester courses in two trimester sessions. The length of a trimester will vary from 68 to 70 or 75 days depending on the length of the instructional periods.

Trimester designs permit the saving of one out of four, five or six calendar years. One advantage of this design lies in the fact that the trimester design becomes financially self-sustaining during the second year. In addition, the inclusion of one to three "E" or extra terms helps to stabilize pupil enrollments and offers new educational opportunities. The "E" terms make it possible to offer more education to all types of students and can be especially advantageous to children from disadvantaged homes.[1]

The Quadrimester Plan

The Quadrimester Plan is based on the division of a lengthened school year into four 51 to 55 day quarters. With a small increase in the length of class periods, average pupils should be able to complete normal two semester courses in three quadrimesters.

Enrollments are reduced and classrooms are released after a two and one quarter year transition period. Three and four year quadrimester designs become self-sustaining in the second year of operation. The five year quadrimester does not show a financial return until the third year, but this delay may be considered worthwhile because of the extra "E" terms included in this design.

The Extended K to 12 Plan

Each of the forgoing plans was based on the saving of one school year out of four, five or six years. The Extended K to 12 Plan is a composite of these other plans, but is based on the saving of one year out of thirteen. While seven variations of this design have been projected, two of them are considered worthy of special consideration:

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[1] "E" terms refer to extra trimesters or quadrimesters introduced to equalize enrollments and to provide students with increased educational opportunities. For example, pupils in five year trimester programs have 15 trimesters to complete secondary school curriculums based on 12 trimesters of work. The extra 3 "E" terms allow students to work in advanced fields, take broadening or enrichment courses, build up weaknesses in their background, take makeup courses or pursue special programs leading to vocational proficiency.

Variation #1 provides the equivalent of a partial "E" term for all pupils in grades K to 6 with the understanding that 24 to 30 days will be added to each calendar year, not to save educational time, but to permit an expansion and broadening of the curriculum at these lower grade levels. Classrooms and teachers would be released through the adoption of trimester, or quadrimester programs at the secondary school level.

Variation #2 is based on the establishment of a Middle School for grades 5-6-7. Here, the school year is lengthened for all pupils with the extra 24-30 days being used yearly in grades K-7 to broaden and enrich the curriculum. Time and space will be saved through the adoption of trimester or quadrimester programs in grades 8 to 12.

The Extended K to 12 program will result in the same staff reduction and the release of the same number of classrooms as other programs, but in terms of education, it will mean much greater advancement for students who complete the full 12 year program because of their exposure to 288 to 360 extra instructional days. Instructional costs will be higher than those shown for other extended year programs. However, the potential savings in capital construction and operation of facilities still result in savings.

Extended School Year Pilot Studies

Most of the 1963-64 school year was devoted to problems of school organization. Plans were developed and explored, special studies were completed so that the pilot schools were not ready to actually begin new programs until the 1964-65 school year. The following brief outlines will show what is being done in these school systems.

Cato-Meridian Starts a New Quadrimester Program

Students in Cato-Meridian's elementary school returned to school about two weeks earlier than their brothers and sisters in the secondary school. Their school year will provide them with 200 instructional days between August 31 and June 30. In addition, a lengthening of the school

day will make each year equal as many school hours as 240 regular days.

The new quadrimester program is based upon a cooperative study with the staff of the Elementary Education Department of Syracuse University who observed teachers at Cato-Meridian, helping them adjust to the new program. Following the close of school, Cato-Meridian's elementary school teachers participated in a two week workshop dealing with instruction, curriculum, and evaluation.

Since Cato-Meridian is a small central school located 25 miles west of Syracuse, teacher recruitment has been a problem. Due to the increased salary potential associated with the longer school year, Cato-Meridian was able to attract several good teachers who otherwise would have gone elsewhere. Thus, with a combination of a better staff and increased instructional time, school administrators, school board members, and parents see the new pilot program as one which will increase educational opportunities for the children. It is for this reason that some consideration is being given as to whether seventh and eighth grade pupils might be brought into the project.

Syosset Offers Modified Summer School Program
To Junior High School Students

Syosset's pilot program involves the pupils in the current seventh grade. A special summer school program is being offered to test the hypothesis that (1) students attending a summer extension can complete in a total of three school years and three or four summer sessions a standard four year curriculum, with at least equivalent mastery of both concepts and skills; (2) that a modified school year can substantially reduce the cost of educating students at the secondary level. A number of independent and dependent variables will also be considered.

The Syosset design provides for a controlled experiment and specifies methods of selecting students for comparison as well as the methods to be used for measuring and evaluating achievement, acceleration, education costs and "side effects."

The program will begin with volunteers from the present seventh grade. The students will be divided into three subdivisions along the existing tracks for bright, average, and slow learning youngsters. During the summer, students will take a combination of full year (1 unit), half-year (½ unit), and ungraded courses. For example, some students may complete Social Studies 8 in the summer session, other students may complete Social Studies 8 plus one-half of a Math course. In September, these eighth grade students will take Social Studies 9 in lieu of the regular eighth grade Social Studies 8. Similarly, some students who have completed one-half of a Math course may complete it in the fall, whereas, others may take the second half of the course the following summer.

Pupils will take designated courses in the summer based upon assignments made in the spring of 1965. Here consideration will be given to a pupil's seventh grade achievement, his past elementary school record, and his I.Q.. Prior to the start of the summer program, the members of the guidance staff will work with pupils to insure proper placement in the program.

Syosset's coordinator for the project has worked with citizen groups, parents, teachers and school administrators, aided by consultants from New York University. In developing an experimental design, great care was taken to include consideration of local interests and needs. The new program has little in common with the current remedial summer program because its directions and goals are based upon a different educational philosophy.

Special curriculums based upon a team teaching approach have been developed for the summer session. Students will engage in a combination of class and small group instruction. Tentatively, the students will devote three to three and one-half hours to class instruction a day.

New Rochelle Explores the Possibilities of a New Extended School Year Design

New Rochelle was one of the first school systems to evince an interest in the Rescheduling of the Extended School Year Project. As a first step New Rochelle's Summer School was studied in regard to cost, and the numbers who might benefit from a revised program. During the summer of 1964, several school reorganization plans were developed to show the impact of various trimester designs upon the school system.

If a trimester program were mandatory for all secondary pupils, there would be a sufficient decrease in enrollment to eliminate or reduce the need for additional construction. The resulting savings in capital outlay, debt service charges, operating cost differentials plus potential savings in current expense would be sizeable after the second year of operation. In addition, the pressures of overcrowding would be eliminated and the students would gain educationally.

New Rochelle has neither adopted nor rejected the recommended program. The decision to move in the direction of the rescheduling of time is a difficult one because of the tremendous changes involved on a large-scale operation.

Commack Explores the Possibilities of A Continuous School Year Program

The new Grace L. Hubbs School opened its doors for the first time

two weeks earlier than any other public school on Long Island. The pupils in grades 1 to 4 came from all parts of Commack. They were volunteers selected as a representative cross section of the rapidly growing Long Island suburb to take part in a new continuous progress program.

The length of the school day will be the same in all of Commack's elementary schools, but the pupils in the pilot school will be attending school for 210 days instead of 180. The extra days will accumulate to allow average students to complete three and a half grades in the next three extended school years. Better than average pupils are expected to use the extra instructional time to move on to higher learning levels regardless of when they complete normal grade requirements. Slow learning pupils will use the extra days to acquire additional background and to increase their basic skills.

During the summer, teachers worked with the coordinator of the Commack program and various supervisors on problems of curriculum. They are working cooperatively throughout the 1964-65 school year on the basis of guidelines established prior to the opening of school.

Since more students applied than it was possible to involve in the program, the coordinator was able to select a good cross section of the community. Each pupil was given intelligence and achievement tests and somewhere in Commack is a pupil who matches him in regard to selected qualities. These other pupils will be evaluated in terms of their growth in a regular school year program and the comparison of the progress of the matched pairs will help determine the degree of success of the lengthened school year program.

Hornell Extends the School Year Through Offering a New Summer Segment Program

Hornell, a city school system in Steuben County, began two parallel,

but different summer school programs in June, 1964. One program was like that offered in most parts of the State, but the Summer Segment was new. It was established on the basis of recommendations formulated by a number of Lay Citizen Study groups.

The chief local consultant was the Director of Graduate Studies at the State University College at Geneseo. A Geneseo faculty member directed the summer segment program. Three hundred and thirty-two students were enrolled in one or more first-time courses. The students worked for 3½ hours a day and were able to complete first-time courses such as Math 8, Pre-algebra, Algebra, Pre-Geometry, Math 11, Trigonometry, Social Studies 11, Biology, English 10, Corrective Reading, Graphic Arts, Typewriting, Driver Education, Music, Auto Mechanics, Art and Drama.

The students met Regents requirements through taking specially approved examinations. Since the 1964-65 school calendar has been adjusted to provide for an earlier closing of the school system, special examinations will be offered in June as well as in August. The 1965 summer segment will start with a June 17 registration. Classes will start on the 21st of June and will terminate on August 6.

The new school superintendent is currently working with staff members on plans for the 1965 summer segment program. Staff members report considerable enthusiasm and interest in the concept of the extended school year. As a result, the program may be expanded this summer, necessitating adjustments in the fall program.

Other Studies

Study #1 The Length of the School Year, Here and Abroad

Most children in the United States, like those of New York State, have 180 days of instruction a year. Local school districts adopt school

calendars with 184 to 185 days, but the extra days are generally used for emergency school closings due to storms and other unexpected events so the pupils seldom exceed the norm.

At present, it is not possible to equate the quality of education in other countries in terms of number of days of schooling. Therefore, the facts given on the length of the school year either here or abroad should not be taken as criticism of any nation's schools or school system. Data collected by U.N.E.S.C.O. on school organizational patterns in 51 other countries point out areas of concern to all Americans. The facts also dispel the notion that boys and girls, as well as teachers, cannot take more than 180 days of instruction in one school year.

The study of data submitted by the reporting countries revealed the following:

1. Only seven countries provide elementary and secondary school pupils with less than 180 days of schooling.

2. Seventeen countries provide elementary school children with 180 to 209 days of instruction.

3.. Nineteen countries provide secondary school children with 180 to 209 days of instruction.

4. The remaining countries reportedly provide 210 to 240 days of instruction to both elementary and secondary school children.

Comparatively speaking, the 180 day school calendar looks short when it is matched up with elementary school median of 210 days or with the secondary school median of 204 days for the 51 other countries. Some of the shorter school calendars are found in South American or African countries. The major European countries show a median elementary school year of 213 days and a median secondary school year of 206 days.

A study of the length of the school day in New York State shows little difference from that of the median for the other 51 countries. For

example, the average elementary school child in New York State attends school for five hours a day. This compares favorably with the world median of 5.04 hours. The study also shows little difference in the length of the secondary school day. The median of the 51 countries showed pupils attend school for five hours and 44 minutes; in New York State schools, five hours and 46 minutes.

Study #2 Coordination with College Calendars

Our studies show a number of New York State colleges plus more than 40 colleges and universities in other parts of the country have adopted trimester or four quarter programs. If these programs are to be successful in terms of an increased use of plant facilities, steps have to be taken to permit more than one input into the colleges and more than one output from the high schools.

A. The College Story

In deference to parents who have asked about the chances of getting a son or daughter into college at other than a fall entry, a survey was made of college and university admission practices. College officials were asked if they would accept first term freshman at different semester, trimester or quarter breaks. Their responses show that many more high school pupils can be admitted during the school year than parents, students, and guidance counselors realize.

A summary of current college entrance practices follows:

Policy	Responses of New York State Institutions		Responses of Out-of State Institutions	
	Number	Percent	Number	Percent
1. Number admitting students in first semester	75	100%	43	100%
2. Number admitting students in second semester	45	60	27	62.8
3. Number admitting students in summer session	33	55	24	55.9

Since there were only a small number of colleges operating trimester or four quarter programs in the sampling, their out-of-state and in-state responses have been combined below:

Policy	College Responses	
	Number	Percent
4. Number admitting students in first trimester	8	100%
5. Number admitting students in second trimester	4	50
6. Number admitting students in third trimester	4	50
7. Number admitting students in first quarter	12	100
8. Number admitting students in second quarter	11	91.7
9. Number admitting students in third quarter	10	83.3
10. Number admitting students in fourth quarter	10	83.3

The college survey shows a large number of two semester colleges ready to accept qualified high school students at other than the normal fall entry. For example, 60 percent will accept students at mid-year if the pupils can be released from high school.

B. The High School Story

The complexity of high school schedules has often been a barrier to securing flexibility in time of graduation. However, preliminary investigations show this barrier is falling with the wider acceptance of machine scheduling. The use of electronic computers will enable new schedules to be made up quickly. Thus, extended school year designs will permit large numbers of students to go on to college at the end of a trimester, quadrimester, or semester. Almost 30 percent of the public high school principals and 37 percent of the private high school principals saw the Rescheduling of the School Year as one approach to the problem of releasing qualified college bound pupils prior to June.

The following table provides a summary of principals' opinions regarding the feasibility of various methods of articulating high school outputs with college inputs.

Method Favored	Public High Schools	Private High Schools
Individualized Programs	15.4%	22.9%
Non-graded Sequences	15.4	11.4
Summer Courses	33.8	17.2
Rescheduling School Year	29.4	37.1
Skipping Grades	00.0	00.0
Other	5.9	11.4
Total	100.0%	100.0%

The high school survey showed that 53 percent of the responding public high schools permit early departures from high school while only seven percent of the private high schools reporting showed this as a practice. In many instances, the combined responses indicated their policies would be different if Regents examinations could be rescheduled or if other special tests were substituted.

During the 1963-64 school year about 60 high school students were admitted to Harpur College in March. The Regents examinations posed no barrier because special examinations approved by the State Education Department were given.

In summary, colleges are much more flexible about increasing the number of entering students than they were formerly. While high schools have not taken steps to release large groups of students prior to June, many of them have taken steps which could insure interested students of a chance to enter college when there are openings.

Study #3 Planning an Analysis of Costs

In the process of evaluating the effectiveness of pilot programs, it is essential that all costs and savings be documented. The consultant firm of Cresap, McCormick and Paget visited each of the pilot school districts to gather data on enrollment, teaching loads, school costs, etc. Measures were developed which will make it possible to estimate all district costs on a common basis. The complex formulas which were developed for the experimental period will be applicable to any continuation beyond the initial period.

Detailed reports have been completed for each of the five experimental school systems including:

A. Characteristics of the District and a Description of the Plan

B. Basis for Cost Estimates

C. The Financial Impact of a Modified School Year

This latter section includes a mass of formulas which will show what has happened in each school district as a result of the Rescheduling of the School Year.

Funds Expended and Committed

The major portion of the funds supplied for the Rescheduling of the School Year Project has been used to reimburse school districts for expenses incurred as a part of the project.

(a) In 1963-64, $135,000 was available for the project. Each prospective pilot school district was allocated $10,000 to $15,000 to explore the possibilities of the particular plan. Most of this money was used to pay salaries of teachers who worked on curriculum or did research. A portion of the money was used to pay for the services of outside consultants.

(b) In 1964-65, $321,000 was requested with the understanding that $277,000 would be used to repay pilot school districts for initial costs of getting programs underway. For example, teachers who started classes in August and who will be working next July will receive compensation at the rate of 10 percent of their regular salary.

(c) The 1965-66 budget includes a request for $480,000. It is based upon the projected costs of five extended school year projects.